

**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **5333** | **EDLD 5333 Leadership For Accountability** | **12** |

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| Description of theAssignment/Performance Tasks(see Appendix I) |  |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point)    (Maximum 25 points) | **Assignment 4** – In week 4, we completed a campus action plan and an agenda for a one-day professional development that could address the campus’ target weaknesses. We found people in our district that we could go to and utilize as information sources. We took our SMART goal and objective and planned activities / strategies for addressing these. After planning these activities / strategies, we developed a timeline, resources / cost estimate, documented the person that would be responsible, and how we would do a formative assessment.  We planned each activity and elaborated on how the strategy could be implemented successfully. We took time to evaluate our campus’ target weaknesses and planned these activities and strategies around meeting the goals and objectives that would benefit the students most. With our campus action plan in mind we created a summative evaluation process that would be utilized on the assessment.  We also explained how the professional development process would be handled and what planning activities would need to be fulfilled to best implement the training process for the educators involved in the campus action plan.  With this new knowledge and information, I was able to develop some helpful hands on science ideas that could assist our own campus in meeting the needs of our at-risk students. Our campus has experiences difficulty finding methods to increase science scores for our 8th grade students. Having the opportunity to search for methods and additional strategies that could benefit these students was meaningful. I was able to forward this information to our science department and many of these strategies can be used to assist students in meeting the current 8th grade science objectives. I was able to gain insight into our campus’ 8th grade science needs for our students currently not passing the practice 8th grade science practice tests. We were able to utilize these new found technology tools in our Saturday School program to assist students in gaining insight into some of the areas of sciences that need more additional focus. We utilize Saturday school for more individualized attention and also for more hands on activities for greater understanding and comprehension. These strategies and activities were successful in allowing students to utilize some of their higher order thinking skills to analyze the science objects. (Haury, D. and Rillero, P. (1995). *Perspectives of Hands-On Science Teaching.* **North Central Regional Educational Laboratory. Retrieved June 8, 2011 from**  <http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/eric/eric-2.htm. p. 1>.  Clapper, T., (n.d.). How to Make a Topographical Mountain Map for School. Retrieved June 7, 2011, from <http://www.ehow.com/how_5828560_make-topographic-map-school-project.html> . p. 1.  Harmer, Danielle (n.d.). Rain Forests. Retrieved June 7, 2011, from <http://www.ehow.com/info_8494976_rainforest-experiments.html> . p. 1.  Education.com. (2011). Middle School Science Activities. Retrieved June 8, 2011 from <http://www.education.com/activity/middle-school/science/page2/>. p. 2.  Hodges L. (2011). Xtreem Science. Retrieved June 9, 2011 University of North Texas from <http://www.tcet.unt.edu/tegs/>. p. 1 – 143. |